

Claims

I claim:

1. A teaching method, comprising:
creating shapes;
connecting said shapes with transitions;
framing questions in terms of said shapes and said transitions;
answering said questions in terms of said shapes and said transitions.
2. The teaching method of claim 1, further comprising the step of verbally explaining the curriculum that is to be taught before said step of creating shapes.
3. The teaching method of claim 1, wherein said creating shapes results in a shape bank developed by students creating shapes that they like with their bodies.
4. The teaching method of claim 1, wherein said connecting said shapes with transitions results in a transition bank developed by students deciding on ways to connect shapes to other shapes.
5. The teaching method of claim 4, wherein said transition bank is based upon the pace of said shapes.
6. The teaching method of claim 4, wherein said transition bank is based upon the path of said shapes in space.
7. The teaching method of claim 1, further comprising documenting said connecting said shapes with transitions on paper.
8. The teaching method of claim 1, further comprising assigning each of said transitions a sign.
9. The teaching method of claim 1, wherein said framing questions in terms of said shapes and said transitions has specific guidelines to which a dance should adhere.
10. The teaching method of claim 1, further comprising students working together in groups to pose questions to a teacher.
11. The teaching method of claim 10, further comprising a teacher asking said students working together in groups to summarize work process, new information arrived at, conclusions, or that which they learned from one another.
12. The teaching method of claim 11, further comprising the teacher asking the said students working together in groups to prepare a group demonstration to be presented both kinesthetically as well as in writing.
13. The teaching method of claim 1, further comprising documenting said shapes on paper.